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ABSTRACT

The results of a revised French listening comprehension test for grade 6 students are reported. The original French comprehension test consisted of 150 items presented by cassette recording. Based upon the results of the 1980 experience, test items were changed to increase the test's objective goals. A further reason for modification was the publication of the Ontario Ministry of Education Curriculum Guideline for Core French Programs. Following an evaluation based on test difficulty, index of discrimination, distribution of responses across item distractors, placement of material in the Ministry guidelines, and variety of material, a total of 88 items were not changed, an additional 17 items were retained after changes were made to either the text or the illustrations, and 5 completely new items were added. In 1981, the revised test was administered to all grade 6 Core French students in the Ottawa program. The overall mean score for 1981 was 70.3 percent whereas in 1980 it was 63.1 percent. For items that appeared in both years the difference was a two percent improvement. Overall, students understood a large proportion of individual words and simple sentences drawn from a fairly basic vocabulary. It is concluded that the revised test of French listening comprehension appears to be an appropriate instrument for testing listening skills at the grade 6 level. (RW)

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The French Listening Comprehnsion Skills of Grade 6 English Program Students; Second Year of Testing

Margaret Wightman

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INTRODUCTION

In the spring of 1981 all grade 6 students in the Ottawa Board of Education (OBE) following the Core French program were administered a test of French listening comprehension. This test was a revised version of the test given one year earlier at the same grade level. The tests were developed by the OBE Research Centre and are based on the board curriculum for the kindergarten to grade 6 levels. A description of the development, administration and results of the 1980 test is available in Research Report 80-07. The present paper is intended to supplement report 80-07 in presenting a description of the 1981 test, outlining the type of revisions made and reporting the results of the second year of testing.

DESCRIPTION OF THE TEST

The OBE French Comprehension Test used in the spring of 1981 was similar in general format to the test used in the previous year. Students received booklets which contained several possible answers (usually in the form of illustrations) for each test item and an answer sheet on which they were instructed to mark their responses. The test itself was recorded on cassette tapes using the voices of a man and a woman, both of whom were teachers and native speakers of French.

An outline of the content of the 1981 version of the test is presented in Table 1. It can be seen by comparing this table to Table 1 in Research Report 80-07 that the organization of the items was changed in the revision. These differences are described in more detail in the following section of this report. The 1981 test is made up of 110 items and is divided into two subtests each containing two parts. The amount of time required to play the recording of the test and the instructions is 41 minutes. Approximately 10 additional minutes are required in administering the test to allow time for students to enter their name and other information on the answer sheets.

TABLE 1

OUTLINE OF THE FRENCH COMPREHENSION TEST, 1981 REVISION

Subtest	Part			Number of Items		Time (mins.)	Pages
A	1	Nouns:	Grade 3	13		10	10
			Grade 4	14			
				27			
	2	Sentences				8	
		Verbs:	Level KP	9			
			Grades 1 & 2	5			
			Grades 3 & 4	6			
		Familiar expressions		3			10
				23			
		Subtest A total			50	18	20
B	1	Vocabulary				17	17
		Nouns:	Grade 5	8			
			Grade 6	7			
		Verbs:	KP - grade 4	8			
			Grades 5 & 6	6			
		Other:	Adjectives, adverbs, prepositions, gender and number of articles and pronouns.	18			
				47			
	2	Sentence type: affirmative, negative, interrogative, exclamatory, imperative.		13		6	3
		Subtest B total			60	23	20
TOTAL TEST					110	41	40

TEST REVISIONS

Revisions to the OBE French Comprehension Test were carried out for several reasons. The 1980 administration of the test to over 1200 grade 6 Core French students provided valuable new information about the effectiveness of each item. It was felt this data should be used to make test improvements. Also the revision was seen as a step towards the objective cited in the original proposal to develop a normed test which could be used in the regular program of board-wide testing. A further reason for making changes was that after preparing the original 1980 test the Ontario Ministry of Education Curriculum Guideline for Core French Programs was published. It was felt that this document should be employed as a guide in the construction of tests for the Core French program. Finally, it was anticipated that in future years testing may be required at more than one grade level. A reorganization of the material would allow Subtest A to be used for students in the fourth grade and higher while Subtest B was suitable for students who had finished at least the sixth grade.

Throughout the revision process a balance was sought between improving the test by altering or deleting items and maintaining a sufficient number of items without change to allow a comparison of results from the two successive grade 6 cohorts. Each item in the original test was considered on the basis of the following:

(a) difficulty - a very high or low percentage of correct responses made an item susceptible to elimination although other factors were also considered.

(b) index of discrimination - items which showed reasonably good discrimination between good and poor students were generally retained without change unless they had some other pronounced weakness. Items which discriminated very poorly were generally revised or removed from the test.

(c) distribution of responses across item distractors - ideally each distractor (incorrect answer offered) should attract about the same number of student responses. If it was apparent that a distractor was either much more or much less attractive, changes were often made to the item, generally by altering the illustration.

(d) placement of material in the ministry guidelines - in some cases it was found that material included in the original grade 6 test was proposed in the ministry guidelines for a higher grade level. Because these items also tended to be found more difficult, they were generally omitted from the revised test.

(e) variety of material - due to the technique of using random numbers to select some of the vocabulary for the original test, all items were not equally suitable. There were some groups of very similar items (i.e. all concerning animals or occupations) from which only the better items were retained. Other items were based on vocabulary encountered only incidentally in the program and thus were much too difficult.

It should be noted that one complete section of the 1980 test (Subtest 3, Part C) dealing with recognition of past, present and future time of action, was omitted from the 1981 test due to reasons mentioned in (d) above.

After considering the merits of each of the 150 items on the 1980 version of the French Comprehension test, a total of 88 items were kept unchanged for the 1981 version of the test. An additional 17 items were retained after changes were made to either the illustrations or the text. Another 5 completely new items were added to the 1981 test based on topics proposed by the ministry guidelines and not previously covered by the test items. Part 1 in Appendix A indicates the correspondence between item numbers in the original test and the revised test. Those items which have been changed or are completely new are noted.

ADMINISTRATION

In 1981, all grade 6 Core French students received the OBE French Comprehension Test during the week of April 21st to 24th. For the first year, the test was listed as part of the regular board-wide testing program. Testing generally took place during the scheduled French class, supervised by the students' regular French teacher. Complete instructions for administering

the test, as found in Part II of Appendix A, were sent to teachers with all the other necessary materials about 4 days before the test period. Also included in this package was a student information sheet on which teachers were requested to give information concerning each student's language background. A copy of this sheet is included in Appendix A, Part III.

As in 1980, the tests were distributed by the coordinator of City-Wide Testing and the test analysis was performed by the OBE Computer Services. The results were sent to each school within two weeks of receiving the completed tests. Board-wide results based on all the schools involved in the project were available in early June.

ANALYSIS

The test analysis program used at OBE Computer Services produced a report with basic statistics for each school, for all schools combined and for each sex. The reports contained the percentage of correct responses and the discrimination index for each item as well as overall test means and reliability.

An SPSS program was used to process the information obtained about the students' language background and to produce statistics for each of the previously defined groups. Tests of significance were performed on differences among the various groups defined by language experience as well as on sex differences and differences between the results of the two years of testing.

RESULTS

The means for each part of the 1981 OBE French Comprehension Test are presented in the left-hand section of Table 2 under the heading "All items". Here it can be seen that the overall test mean in 1981 is 70.3 per cent. The right-hand side of this table labelled "Matched items" shows the means for each section based only on the items which appeared in exactly the same form both years. On these items it is seen that the group tested in 1980 had an overall mean of 70.0 per cent while the 1981 group had a comparable mean of 72.0 per cent. It can also be seen from Table 2 that in both years there were more correct responses to items in Subtest A than Subtest B indicating that the material introduced at the fourth or lower grade level was better known than the material introduced in grades 5 and 6.

TABLE 2

OBE FRENCH COMPREHENSION TEST RESULTS
FOR SPRING 1981 AND COMPARISONS TO 1980

Section	All items		Matched items		
	No. of items	1981 Mean (percent)	No. of items	1981 Mean (percent)	1980 Mean (percent)
Subtest A					
Part 1 - Nouns	27	72.4	23	72.2	69.8
Part 2 - Sentences	23	76.4	15	82.3	81.4
Subtest B					
Part 1 - Vocabulary	47	66.1	38	68.1	65.3
Part 2 - Sentence type	13	70.5	12	70.8	70.8
Overall	110	70.3	88	72.0	70.0

A copy of the board-wide results of the 1981 testing which was sent to the schools is included in Appendix B. On the first page a percentile equivalent for each raw score is given. On the bottom of the same page the mean raw score for the 1297 pupils tested is reported to be 77.3 with a standard deviation of 16.5. This score of 77.3 is based on 110 items and is therefore equivalent to the mean of 70.3 per cent given in Table 2. The following four pages of the report given to the schools provide a summary of the test and give the percentage of correct responses for each item. The empty right-hand column on each page was to be filled in by the Core French teacher with the school's mean score for each item.

Tables 3 to 7 repeat much of the information contained in the report to the schools (Appendix B) although the items for each part of the test are organized according to the material being tested. Table 3 presents the group mean for each noun presented in Part 1 of Subtest A and shows the overall mean for this section to be 72 per cent. The results for Part 2 of Subtest A are reported in Table 4 in which the overall mean is shown to be 76 per cent. Part 1 of Subtest B was the longest section of the test and the results are reported in two tables. Table 5 shows the percentage of correct responses for the nouns and verbs being tested. The results for other aspects of the vocabulary appearing in Part 1 of Subtest B are given in Table 6. Items in this section test knowledge of words expressing quality and relationships as well as the meaning of prepositions and noun phrases presented within sentences. Also reported here are items requiring the recognition of gender and number in pronouns and articles. The material reported in Table 6 was found to be more difficult than that of Table 5 as is shown by the respective means of 60 and 70 per cent. The mean for all of Part 1 Subtest B is 66 per cent. The results of testing student's recognition of sentence type are given in Table 7 which shows the overall mean to be 71 per cent.

TABLE 3

RECOGNITION OF NOUNS TESTED IN SUBTEST A, PART 1

Type of item and Number	Item	Percent Correct	Section Mean
Introduced in grade 3			
1.	un stylo	94	
3.	une jungle	91	
4.	un vendeur	61	
5.	une vallée	87	
6.	un ours polaire	89	
7.	une cuillère	50	
8.	le nord	74	
9.	un renard	79	
17.	un signal d'alarme	62	
18.	de la fumée	85	
20.	de la laine	47	
23.	le museau	58	
24.	une route	72	
			73
Introduced in grade 4			
2.	une fraise	97	
10.	un coude	64	
11.	un gant	80	
12.	une traîne sauvage	66	
13.	une piqûre	67	
14.	un voleur	79	
15.	un marteau	44	
16.	une tasse	55	
19.	une cravate	84	
21.	un couteau	69	
22.	de la pâte dentifrice	72	
25.	une tempête	52	
26.	une armoire	81	
27.	un sourcil	89	
			71
Overall Percent Correct	- 72		

TABLE 4

COMPREHENSION OF SENTENCES TESTED IN SUBTEST A, PART 2

Type of item and Number	Item	Percent Correct	Section Mean
Recognition of verbs			
- introduced in kindergarten			
28.	Marie compte	90	
29.	Paul mange du gâteau	93	
30.	Le chat dort	94	
31.	Luc regarde la télévision	95	
32.	Jean porte une grosse boule de neige	87	
33.	Pierre pédale	70	
34.	Marie donne un cadeau à sa mère	80	
35.	Il vente	70	
36.	Le garçon monte l'escalier	66	
			83
- introduced in grade 1 or 2			
39.	Marie et Paul tournent	92	
40.	La famille Perron déménage	63	
43.	Joanne se coupe les cheveux	79	
44.	Marielle soigne sa poupée	57	
47.	L'homme conduit une auto sport	39	
			66
- introduced in grade 3 or 4			
37.	Marie change les vêtements de son chat	90	
38.	L'abeille pique Jean	93	
41.	Jean grossit	75	
42.	Marie et Paul s'embrassent	77	
45.	Les hommes construisent un bateau	65	
46.	La maman ours nettoie	38	
			73
Recognition of familiar expressions			
- room names			
48.	Louise est dans la salle de bain	80	
- age			
49.	Suzanne a cinq ans	87	
- family members			
50	Luc a deux soeurs	78	

Overall Percent Correct - 76

TABLE 5

NOUNS AND VERBS TESTED IN SUBTEST B, PART 1

Type of item and Number	Item	Percent Correct	Section Mean
Nouns			
- introduced in grade 5			
53.	un centre commercial	68	
54.	une bouteille	79	
55.	une hôtesse de l'air	77	
56.	un repas	76	
57.	un frappeur	72	
58.	un pays	52	
59.	un bracelet	98	
60.	un collier	58	
			72.5
- introduced in grade 6			
51.	un drapeau	75	
52.	un musicien	97	
61.	un sport	86	
62.	un étudiant	55	
63.	un amphitheâtre	55	
64.	les vacances d'été	69	
65.	le matin	59	
			71
Verbs			
- introduced before grade 5			
71.	Michel s'étire	43	
72.	La femme prend son bébé	59	
73.	Le magicien fait disparaître le lapin	77	
74.	Le jardinier sème des graines de fleurs	70	
75.	L'oiseau protège ses petits	64	
77.	L'homme accroche son chapeau	49	
78.	Les enfants lèvent les mains	96	
79.	Robert tousse	57	
			64
- introduced in grades 5 or 6			
66.	Marie participe au jeu de baseball	83	
67.	Le garçon sert le thé	83	
68.	Les invités arrivent	93	
69.	Le garçon doit décider quelle route prendre	79	
70.	Paul rêve	49	
76.	Le journaliste fouille dans ses films	49	
			73
Overall percentage correct - 70			

TABLE 6

ADDITIONAL VOCABULARY TESTED IN SUBTEST B, PART 1

Type of item and Number	Item	Percent Correct	Section Mean
Expressing quality etc.			
80.	Mon frère est très fâché	78	
83.*	De quelle couleur sont les feuilles à l'automne? (rouge)	80	
86.	Cet homme est intelligent	60	
89.	C'est un repas délicieux	71	
91.*	Attention: Ce poisson est dangereux	68	
93.	Ces gens sont très riches	51	
			68
Expressing relationship, number			
81.*	Mon frère a participé à une course à pied. Il est arrivé deuxième.	80	
82.	Qu'est-ce qui est le moins cher?	31	
85.	Laquelle de ces balles est la plus grosse?	96	
87.	Le garçon est aussi grand que la fille	29	
90.	Laquelle de ces lignes est la plus courte?	67	
			61
Prepositions			
94.	Le chat est assis dans la boîte	81	
95.	Raymond est chez lui	36	
96.*	Il est midi moins quart	36	
97.	Le cercle est sous le carré.	57	
			53
Gender and Number in pronouns and articles.			
84.	Ils utilisent le tourne-disque	44	
88.	Elles offrent des cadeaux au professeur	50	
92.	La femme donne un livre aux enfants	65	
			53
Nouns (presented within a sentence)			
81.*	Mon frère a participé à une course à pied. Il est arrivé deuxième	80	
83.*	De quelle couleur sont les feuilles à l'automne? (rouge)	80	
91.*	Attention: Ce poisson est dangereux	68	
96.*	Il est midi moins quart	36	
			66
Overall percent correct - 60			

* This sentence appears in two sections of the table.

TABLE 7

SENTENCE TYPE TESTED IN SUBTEST B, PART 2

Type of item and Number	Sentence	Percent Correct	Section Mean
Affirmative			
100.	Le professeur enseigne une leçon d'histoire	62	
105.	Il y a un crayon sur la table	63	
			63
Negative			
99.	Ce n'est pas mon chapeau		
106.	Je ne vois pas de garçons dehors	64	
110.	Je ne regarde jamais les films policiers	58	
			61
Interrogative			
98.	Est-ce-que tu comprends ton devoir?	93	
101.	Où sont tes amis?	84	
104.	Quels livres pouvons-nous acheter?	85	
108.	Quand vas-tu voir ce film?	77	
			85
Exclamatory			
102.	Comme tu es drôle!	63	
109.	Au secours!	73	
			68
Imperative			
103.	Place le cahier sur mon pupitre	67	
107.	Sortez vos crayons	65	
			66

Overall percent correct - 71

The responses to th test by boys and girls were looked at separately. As indicated in Table 8 it was found that the mean raw score for boys was 75.4 while that for girls was 79.6. This difference between the means for each sex was found to be statistically significant.

TABLE 8

FRENCH COMPREHENSION TEST - RESULTS PRESENTED BY SEX

	Boys	Girls	Total
N	674	612	1286
Mean	75.4	79.6**	77.4
Standard Deviation	17.3	15.1	16.3

** Difference between means for boys and girls is significant, ($p \leq 0.01$).

The Core French teachers who administered the French comprehension test in 1981 were asked to complete an information sheet for their classes indicating the type of formal instruction in French the children had received each year in school. They were also asked to specify if French was used at home or if the child's mother tongue was a language other than English or French. Students were grouped according to the same categories used to classify the language background of students in 1980. The information, available on 1268 students in 1981, was coded onto the answer sheets and analysed using an SPSS program.

TABLE 9

SIZE AND RESULTS OF LANGUAGE BACKGROUND GROUPS
IN 1980 AND 1981

Background	Percentage of Total Group 1981	1980	Mean Percent Correct 1981	1980
7 yrs Core Fr.	56	53	70.6	63.7
4-6 yrs Core Fr.	15	20	68.4	61.2
2-3 yrs Core Fr.	7	9	66.9*	57.9
0-1 yr Core Fr.	6	3	60.0**	47.2
Extra French	15	14	77.8**	72.9
Other	–	2		

* This mean score is significantly lower ($p \leq 0.05$) than the mean score of the 7 year core French group in 1981.

** Both of these scores differed significantly ($p \leq 0.01$) from the mean of any other group in 1981.

An overview of the results from both years of testing is presented in Table 9. The number of students in each group and the group mean scores are given here as percentages. Although the overall mean for 1981 is higher, the relationship among the group means seems to be much the same for the two years of testing. Using the SPSS subprogram ONEWAY to test the contrasts between pairs of group means in the 1981 data it was found that both the highest and the lowest group mean scores differed significantly ($p \leq 0.01$) from all the other mean scores. Or to state this differently, it does make a difference to have had additional exposure to French or to have had only one year in the program. Of the three intermediate mean scores, however, only the contrast between the highest and lowest (i.e. 7 years in Core French vs. 2 or 3 years in Core French) showed significante ($p \leq 0.05$). That is, among students in the Core program who have not had extra exposure to French, the scores of the 4 to 6 year group were not significantly different from the scores of either the 7 year group or the 2 to 3 year group.

Teachers were asked to identify students whose mother tongue was neither English or French. Of the total group of 1297 students, 101 fell into this category. The scores of this subgroup of third-language students with a mean of 75.6 per cent were found be significantly higher ($p \leq 0.01$) than those of the remaining students in the sample whose mean score was 69.8 per cent.

The reliability of the 1981 test was calculated using the Kuder-Richardson 20 formula and found to be 0.93.

DISCUSSION

The overall test mean for 1981 was 70.3 per cent whereas in 1980 it was 63.1 per cent. This increase was mainly due to the selection of items to be retained for the 1981 test as discussed on pages 3 and 4 of this report.

In comparing the overall test results on the basis of items occurring in the same form both years, it was seen that the 1981 mean of 72.0 per cent was higher than the comparable 1980 mean of 70.0 per cent (The difference in the means was significant, $p < 0.01$). One may only speculate on the reason for this change. It is possible that the grade 6 students tested in 1981 had benefitted from being taught in a later year of this fairly new program. The increase could also attributed to the teachers' heightened awareness of the test material.

In looking at the students' ability to respond correctly to the various sections of the test it is seen that higher scores are obtained on items testing the recognition of isolated nouns and of verbs in sentences as well as the identification of sentence type. Scores on items testing the more abstract elements of the vocabulary are generally lower. The results reported in Table 6 indicate that students have particular problems with prepositions and in recogni-

sing the number and gender of articles and pronouns. In this respect the results from 1980 are very similar to those of 1981. Also certain expressions of relationship such as "le moins cher" and "aussi grand que" seem to be poorly understood, although some other aspect of these items could be contributing to the low score. In identifying sentence type students generally did quite well, especially in recognizing interrogative sentences.

In Tables 3 to 5 the material is classified according to the grade level of its introduction and there appears to be little relationship between this characteristic and the item score. This may be partly due to the random nature of the original selection of vocabulary to be tested. Also in this sample only about half of the students have acquired their knowledge of French from the full Core program. The purpose of organizing by grade level, however, was not to display associated differences but primarily for convenience in tracing the material in the curriculum.

The results of examining differences in sex and in French language background were very similar to the 1980 findings. Other studies as well have found that at this age girls tend to perform better than boys in tests of second language skills. The ranking of language background groups according to their means score, which shows the group with extra French to be the strongest followed by the groups arranged according to their years in the Core French program, should be regarded with some caution. The analysis reported on page 14 indicated that this trend is not pronounced enough to always give statistically significant differences between adjacent groups.

It is interesting to note that within this population, a relatively small group of students with a third language background appear to have an advantage in French listening comprehension. This may be somewhat surprising, although in a recently reported study of immersion students a similar result was observed[1]. It would be necessary to obtain information about the students' mother tongue, SES level and academic achievement to provide an interpretation of this finding.

The revised version of the OBE French listening test appears to be functioning well. The reliability of 0.93 is quite high, even for a test of this length. The percentage of correct responses for individual items ranged from 30 to 98. The overall mean for the test was 70.3 per cent which seems suitable for the target population. An indication of how well each item distinguishes between good and poor students is given by the indices of discrimination, included in this report in Appendix C. In general the lower values here are for the easy items which almost never have acceptable discrimination indices. Only two items with discrimination indices below 20 did not have scores above 86 and these means were 83 and 75. The test appears to be suitable in content and length and there were no complaints from teachers in its administration.

A major expense in a test of this type is the preparation and reproduction of the illustrations in the text booklet. Since the test was designed so that the distractors came from approximately the same stage of the curriculum as the test items, one or two alternative versions of the test could be made available by preparing a new recording.

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[1] Merril Swain in her article "Linguistic Expectations: Core, Extended and Immersion Programs" The Canadian Modern Language Review, Vol 37, No 3, March 1981 referred to the following paper; S. Orpwood, "Tri-lingual children in a French immersion program". Term paper for 1337, O.I.S.E., 1980.

CONCLUSION

The test of French listening comprehension given in 1981 indicates that grade 6 students in the Core French program understand a large proportion of individual words and simple sentences drawn from a fairly basic vocabulary. Students who have been in the Core French program for longer periods seem to score somewhat higher than the whole group although not as high as students who have had additional exposure to the French language, either at home or in previous schooling. Girls tend to show more skill than boys in understanding French in this type of testing situation. Students reported to speak a third language at home had higher scores than the rest of the sample.

This test of French listening comprehension appeared to be an appropriate instrument for testing listening skills at this level.

APPENDIX A

Preparations for Testing

I Correspondence between item numbers on the 1981 and 1980 versions of the test.

II Administration Directions

III Student Information Sheet

CORRESPONDENCE BETWEEN ITEM NUMBERS ON THE 1981 AND 1980 VERSIONS OF THE TEST

1981 Test	1980 Test	1981 Test	1980 Test	1981 Test	1980 Test
1	41	38	23	75	25
2	68	39	13	76	35*
3	43	40	19	77	11*
4	50	41	29	78	12*
5	51	42	27	79	16*
6	52	43	15*	80	88
7	53	44	18*	81	90
8	54	45	30	82	96
9	55	46	24*	83	100
10	60	47	20*	84	101
11	61	48	-	85	97
12	62	49	-	86	98
13	64	50	-	87	108
14	65	51	83	88	111
15	66	52	85	89	103
16	58	53	73	90	93
17	47	54	74	91	107
18	48	55	75	92	106
19	70	56	77	93	102
20	46	57	76	94	110*
21	57	58	78	95	-
22	67	59	79	96	-
23	42	60	80	97	95*
24	44*	61	81	98	122
25	63*	62	82	99	123
26	69*	63	84	100	121
27	59*	64	87	101	124
28	1	65	86*	102	126
29	2	66	37	103	-
30	3	67	38	104	127
31	4	68	39	105	128
32	5	69	33	106	116
33	6	70	31	107	117
34	7	71	26	108	118
35	8	72	10	107	120
36	9	73	28	110	130
37	22	74	14		

* Item was changed

\- Item did not appear on the 1980 test

ADMINISTRATION DIRECTIONS

FOR THE O.B.E. FRENCH COMPREHENSION TEST

Preparations to be done now

1. Find the packing slip and follow the instructions to determine that you have received sufficient materials.

2. Decide on a schedule for testing for each group of students using the following table as a guide for time requirements.

Subtest	Item Nos.	Tape time	Approx. Admin. time
A (blue cover)	1 to 50	18 mins.	33 mins.*
B (orange cover)	51 to 110	23 mins.	27 mins.

* The estimated time for administration of the first subtest includes about 10 minutes for entering student information on each answer sheet.

Subtest A should be administered before subtest B. Both subtests may be given during the same class period or they may be given on different occasions. If you wish to give the two subtests during the same class but have only about 50 minutes available, you may have the students complete the information section of their answer sheets beforehand, as described in Section 7. If this is done, however, collect the answer sheets and redistribute them at test time as it is essential for the scoring machine that they are not damaged.

3. For each test administration period see that you will have available:

(a) A cassette player. This must be in good working order and with sufficient volume so that all students in the room can hear well. In some situations an extension cord will be required for the best positioning of the player.

(b) A suitable room. This room must:
- have desks or tables for writing;
- be large enough to comfortably accomodate all students;
- be quiet (only students taking the test should be in the room at that time);
- allow the cassette recording to be heard clearly;
- have an electrical outlet for the cassette player.

(c) Plans for split classes. Alternative arrangements must be made for students not in grade 6 because they must not write the test. If there are grade 6 students in two split classes, you may wish to group them together for the test periods. This may be done at your own arrangement, provided that no more than about 32 students are taking the test at the same time.

(d) Two sharpened HB pencils and an eraser for each student during each test period.

Instructions for the day of testing

Before students enter the room (if possible):

4. Position tape recorder in the room so that all children can hear well.

5. Insert cassette and advance the recording to the beginning of the subtest to be used. (Subtest A is on side A and subtest B is on side B). You will first hear the words "OBE French Comprehension Test" followed by either "Subtest A" or "Subtest B".

When students are seated:

6. Make sure each child has 2 sharpened HB pencils and an eraser.

7. Distribute one answer sheet to each student. Tell the student to turn the answer sheet sideways and enter the following information. (This may be done prior to or at the first testing session).

SCHOOL _____ CITY (Name of homeroom teacher) _____

INSTRUCTOR (Name of French Teacher) _____ GRADE _____ TEST (OBE French)

NAME should be printed in the section on the right, LAST NAME first (start in the first box), FIRST NAME in section indicated (there is room for only 6 letters of the first name), Middle initial.
DARKEN ONE LETTER BOX DIRECTLY UNDER EACH LETTER OF THE NAME.

In lower right section, ignore the first 6 columns and enter only the following information and DARKEN THE APPROPRIATE BOXES UNDERNEATH:

GRADE (darken 6)
BIRTHDATE (Darken space under month and the last two digits of year of birth)
SEX (boy or girl)

8. Distribute to each student the appropriate test booklet for the subtest to be administered. If two subtests are to be administered in the same session, collect the first booklet before distributing the second. Tell students not to open the test booklet until directed to do so by the tape.

9. When everybody is ready, start the tape. The speaker will read the directions as printed on the cover sheet of the booklet, while the students read them silently. At the point where the speaker asks "Are there any questions?", stop the tape and answer any questions the students may have. Now begin the tape again and let it run until the end of that part. Each subtest has two sections, Part 1 and Part 2. Note that each of these are preceeded by directions including a point at which students may ask questions.

The tapes have been spot checked for audio quality. However, if you should find the recording of your cassette has been faulty, stop the test and call City-Wide Testing (563-2421) to obtain another cassette. When the tape is finished make sure the students put down their pencils.

10. At the end of each test session, collect all the test booklets and the answer sheets. Following the last test session, place the completed class information sheet with the answer sheets for that class in the envelope provided.

11. When testing is finished return all the materials immediately to City-Wide Testing. The scoring will be done as the tests are received and the results sent back to the schools as soon as possible.

Please call the OBE Deliver, Service (563-2493) to arrange for return of cartons to:

CITY-WIDE TESTING
662 LYON STREET
Room 319

Student Information for the Grade 6 French Comprehension Test

Please submit this form with the class answer sheets.

School_____ Class Teacher_____

Core Fr. Teacher_____ No. students tested_____

Date of administration: Subtest A_____ a.m.___ p.m.__

Subtest B_____ a.m.___ p.m.__

C - core Fr. not in OBE
I - Fr. immersion
F - Fr. school
N - no Fr. program
U - info. unavailable
blank - OBE core Fr.

Student's Name	Program for each yr. not in OBE core Fr. (use code at upper right)							French in home	Mother tongue not Eng/Fr	Additional Comments
	K	1	2	3	4	5	6			

APPENDIX B

Results Sent to the Schools

I Percentile Norms

II Summary of Content and Results

O.B.E. FRENCH COMPREHENSION TEST

Ottawa Grade 6 percentile norms: Spring 1981

Based on 1297 pupils in Grade 6, core French, tested in April 1981

Percentile	Raw Score
99	103-110
95	98-102
90	92-97
80	88-91
70	84-87
60	79-83
50	74-78
40	69-73
30	62-68
20	55-61
10	50-54
5	39-49
1	0-38

Mean Raw Score (O.B.E. average):	77.3
Standard Deviation:	16.5

A percentile refers to the percentage of students in a given reference group (in this case, all Grade 6 pupils in core French in O.B.E.) who have scores the same as or less than a particular student's score. Percentiles range from 1 to 99. For example, a student who attains the score of 80 on the test has performed as well as or better than 60 percent of the students in O.B.E. Grade 6.

O.B.E. FRENCH COMPREHENSION TEST

Summary of Content and Results for Grade 6 students tested in 1981

SUBTEST A

Part 1.- Nouns. The student's ability to recognize the name of certain objects or things is tested. For each question the words (as listed below) are heard and then one of four illustrations in the test booklet is chosen.

No.	Test content	Percent Correct O.B.E.	School
1.	un stylo	94	
2.	une fraise	97	
3.	une jungle	91	
4.	un vendeur	61	
5.	une vallée	87	
6.	un ours polaire	89	
7.	une cuillère	56	
8.	le nord	74	
9.	un renard	79	
10.	un coude	64	
11.	un gant	80	
12.	une traîne sauvage	66	
13.	une piqûre	67	
14.	un voleur	79	
15.	un marteau	44	
16.	une tasse	55	
17.	un signal d'alarme	62	
18.	de la fumée	85	
19.	une cravate	84	
20.	de la laine	47	
21.	un couteau	69	
22.	de la pâte dentifrice	72	
23.	le museau	58	
24.	une route	72	
25.	une tempête	52	
26.	une armoire.	81	
27.	un sourcil	89	

Part 2.- Sentences. The student is asked to indicate which of four sketches best illustrates the meaning of the sentence heard.

28.	Marie compte.	90	
29.	Paul mange du gâteau.	93	
30.	Le chat dort.	94	
31.	Luc regarde la télévision.	95	

No.	Test content	Percent Correct O.B.E.	School
32.	Jean porte une grosse boule de neige. . .	87	
33.	Pierre pédale.	70	
34.	Marie donne un cadeau à sa mère.	80	
35.	Il vente.	70	
36.	Le garçon monte l'escalier.	66	
37.	Marie change les vêtements de son chat. .	90	
38.	L'abeille pique Jean.	93	
39.	Marie et Paul tournent.	92	
40.	La famille Perron déménage.	63	
41.	Jean grossit.	75	
42.	Marie et Paul s'embrassent.	77	
43.	Joanne se coupe les cheveux.	79	
44.	Murielle soigne sa poupée.	57	
45.	Les hommes construisent un bateau. . .	65	
46.	La maman ours nettoie.	38	
47.	L'homme conduit une auto sport.	39	
48.	Louise est dans la salle de bain. . . .	80	
49.	Suzanne a cinq ans.	87	
50.	Luc a deux soeurs.	78	

Note: Most of the items in this test appeared in the same form on the OBE French Comprehension Test used in 1980. Exceptions are:

a) numbers 24-27, 44, 46 and 47 for which changes were made to the sketches,

b) number 43 for which the text of the test was changed, and

c) numbers 48-50 which are being used for the first time on this test.

O.B.E. FRENCH COMPREHENSION TEST

Summary of Content and Results for Grade 6 students tested in 1981

SUBTEST B

Part 1.- Vocabulary. The student is required to recognize the name of objects or things or the meaning of short sentences. A recorded voice gives each question as listed below and then one of four illustrations is chosen.

No.	Test content	Percent Correct O.B.E.	School
51.	un drapeau	75	
52.	un musicien	97	
53.	un centre commercial	68	
54.	une bouteille	79	
55.	une hôtesse de l'air	77	
56.	un repas	76	
57.	un frappeur	72	
58.	un pays	52	
59.	un bracelet	98	
60.	un collier	58	
61.	un sport	86	
62.	un étudiant	55	
63.	un amphithéâtre	55	
64.	les vacances d'été	69	
65.	le matin	59	
66.	Marie participe au jeu de baseball.	83	
67.	Le garçon sert le thé.	83	
68.	Les invités arrivent.	93	
69.	Le garçon doit décider quelle route prendre.	79	
70.	Paul rêve.	49	
71.	Michel s'étire.	43	
72.	La femme prend son bébé.	59	
73.	Le magicien fait disparaître le lapin.	77	
74.	Le jardinier sème des graines de fleurs.	70	
75.	L'oiseau protège ses petits.	64	
76.	Le journaliste fouille dans ses films.	49	
77.	L'homme accroche son chapeau.	49	
78.	Les enfants lèvent les mains.	96	
79.	Robert tousse.	57	
80.	Mon frère est très fâché.	78	
81.	Mon frère a participé à une course à pied. Il est arrivé deuxième.	80	
82.	Qu'est-ce qui est le moins cher?	31	
83.	De quelle couleur sont les feuilles à l'automne?	80	

No.	Test Content	Percent Correct O.B.E.	School
84.	Ils utilisent le tourne-disque.	44	
85.	Laquelle de ces balles est la plus grosse?	96	
86.	Cet homme est intelligent.	60	
87.	Le garçon est aussi grand que la fille. .	29	
88.	Elles offrent des cadeaux au professeur.	50	
89.	C'est un repas délicieux.	71	
90.	Laquelle de ces lignes est la plus courte?	67	
91.	Attention: Ce poisson est dangereux! . .	68	
92.	La femme donne un livre aux enfants. . .	65	
93.	Ces gens sont très riches.	51	
94.	Le chat est assis dans la boîte.	81	
95.	Raymond est chez lui.	36	
96.	Il est midi moins quart.	36	
97.	Le cercle est sous le carré.	57	

Part 2.- Sentence Type. The student indicates whether the sentence is affirmative, negative, interrogative, exclamatory or imperative.

98.	Est-ce que tu comprends ton devoir? . . .	93	
99.	Ce n'est pas mon chapeau.	63	
100.	Le professeur enseigne une leçon d'histoire.	62	
101.	Où sont tes amis?	84	
102.	Comme tu es drôle!	63	
103.	Place le cahier sur mon pupitre.	67	
104.	Quels livres pouvons-nous acheter?	85	
105.	Il y a un crayon sur la table.	63	
106.	Je ne vois pas de garçons dehors.	64	
107.	Sortez vos crayons.	65	
108.	Quand vas-tu voir ce film?	77	
109.	Au secours!	73	
110.	Je ne regarde jamais les films policiers.	58	

Note: Most items on this test appeared in the same form on the 1980 version of the OBE French Comprehension Test. Exceptions are as follows:

a) numbers 65, 76, 77, 79, 94 and 97 in which changes have been made to the drawings,

b) number 78 for which the text was changed,

c) numbers 95 and 96 which appear for the first time in this test.

APPENDIX C

Additional Results

I Indices of Discrimination

TABLE

INDICES OF DISCRIMINATION FOR THE FRENCH COMPREHENSION TEST, VERSION 1981

Item No.	Index	Item No.	Index	Item No.	Index
1	11.5	38	11.7	75	46.5
2	7.8	39	13.6	76	27.2
3	13.1	40	31.6	77	27.2
4	56.6	41	16.6	78	9.6
5	6.8	42	34.7	79	33.7
6	20.7	43	44.4	80	37.7
7	55.7	44	44.6	81	37.9
8	43.0	45	47.8	82	38.3
9	40.9	46	36.0	83	38.3
10	25.6	47	33.9	84	39.5
11	25.9	48	34.4	85	9.2
12	40.7	49	16.8	86	57.3
13	37.2	50	40.2	87	28.9
14	35.1	51	33.5	88	45.1
15	50.1	52	5.0	89	48.1
16	40.9	53	31.2	90	42.7
17	37.4	54	25.6	91	47.4
18	31.6	55	40.2	92	45.9
19	26.3	56	34.2	93	42.8
20	41.9	57	45.1	94	33.9
21	51.6	58	54.3	95	35.1
22	29.4	59	4.6	96	36.4
23	42.1	60	36.3	97	40.0
24	32.7	61	28.6	98	12.4
25	49.5	62	58.7	99	24.5
26	19.6	63	24.4	100	34.0
27	16.1	64	44.6	101	27.5
28	18.9	65	48.3	102	33.0
29	15.9	66	21.9	103	32.8
30	11.7	67	9.0	104	28.1
31	11.8	68	13.8	105	42.5
32	31.6	69	34.2	106	31.6
33	39.3	70	23.1	107	33.5
34	44.2	71	44.4	108	31.9
35	47.3	72	56.9	109	28.7
36	59.6	73	38.1	110	40.7
37	26.5	74	47.4		